DOCUMENT RESUME

ED 250 989 HE 017 844

TITLE	Western Australian Post Secondary Education Commission. Seventh Annual Report for the period 1 January to 31 December, 1983.
INSTITUTION	Western Australian Post Secondary Education Commission, Nedlands.
PUB DATE	17 Apr 84
NOTE	26p.
AVAILABLE FROM	Western Australian Postsecondary Education Commission, P.O. Box 135, Nedlands, W.A. 6009, Australia
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Access to Education; *College Planning; *Foreign Countries; Geographic Distribution; *Long Range Planning; *Postsecondary Education; Public Education; *State Boards of Education; State Universities; Technical Education; Technical Institutes; Universities
IDENTIFIERS	*Australia (Western Australia); *Western Australian Post Secondary Education Comm

ABSTRACT

The 1983 annual report of the Western Australian Post Secondary Education Commission identifies 1983 planning activities, describes the Western Australia postsecondary system, and presents the long-term planning strategy. Eight major proposals for the Commission's activities during the 1985-1987 period are given. The proposals concern: growth in the provision of higher education; substantial growth and some diversification for Murdoch University and the Western Australian College of Advanced Education; modest growth at the University of Western Australia and the Western Australian Institute of Technology; substantial growth of technical and further education; the development of an advanced education facility at Bunbury; the development of an advanced education study centre in the northwest corridor of Perth; the provision of places and resources to promote further development of contracting and advanced education courses; and the development and refinement of measures to improve access to education. Appendices include: a list of the functions and duties of the commission, information on 1983 major committees of the commission and a list of committee members, a list of commission staff at the end of 1983, and a list of commission receipts and payments for 1983. (SW)

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1983 ANNUAL REPORT

Western Australian Post Secondary Education Commission

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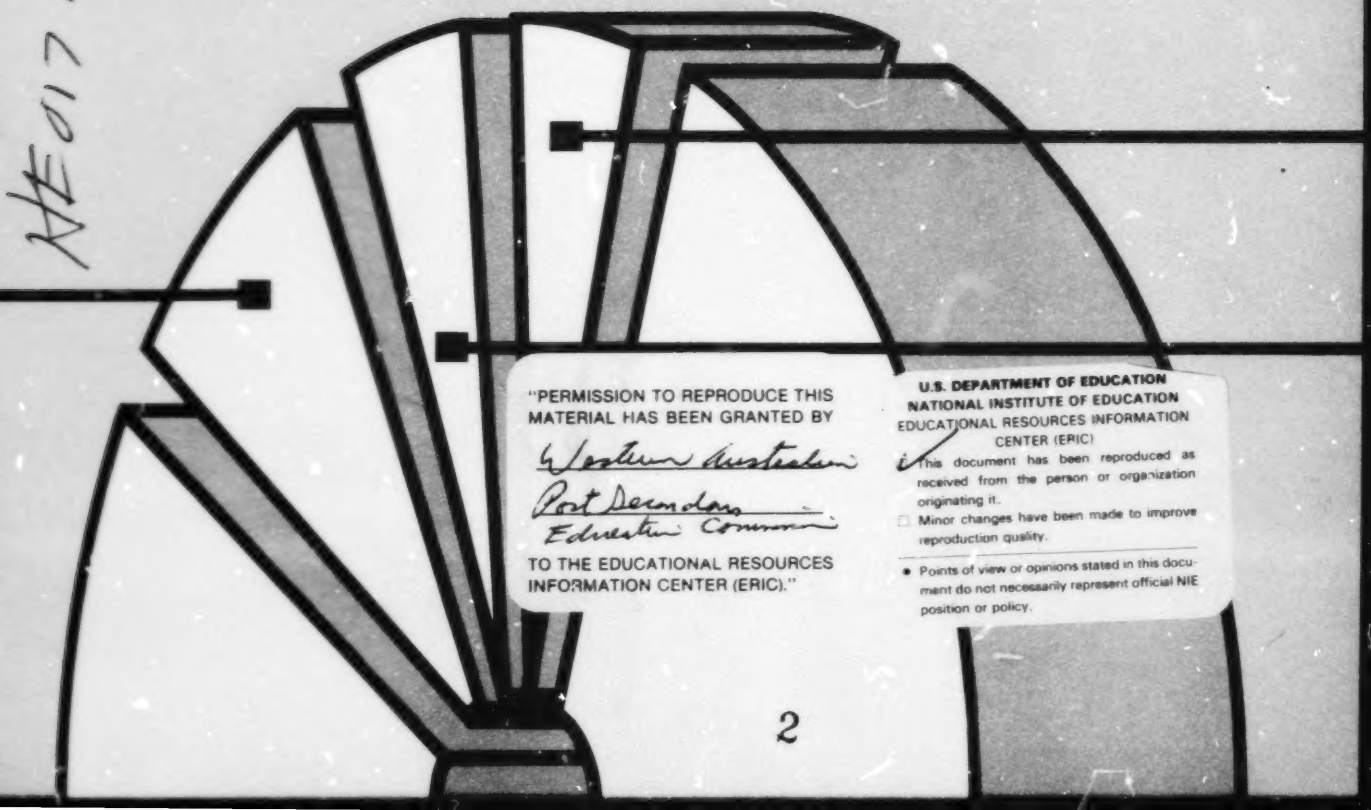

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SEVENTH ANNUAL REPORT

WESTERN AUSTRALIAN POST SECONDARY EDUCATION COMMISSION

FOR THE PERIOD 1 JANUARY
TO 31 DECEMBER, 1983

WESTERN AUSTRALIAN
POST SECONDARY EDUCATION
COMMISSION

17 April 1984

TO THE HONOURABLE R J PEARCE MLA
Minister for Education

Sir,

In accordance with the provisions of Section 14(f) of the Western Australian Post Secondary Education Commission Act, 1970-1979, I have the honour to present the Seventh Annual Report of the Commission on its activities during 1983.

This year was one of major significance which saw the culmination of the Commission's work in developing a comprehensive framework for the entire post-secondary education system as it moves into the 1985/87 period and beyond. This work, together with some of the other more significant involvements during the year, is listed on pages six and seven and elaborated elsewhere in this Report. I would like, however, to make special reference to developments at Bunbury. Here, the Commission was able, in close consultation with you, the Western Australian College of Advanced Education and the local interested parties to facilitate a most important achievement. Firstly, it developed a framework for the implementation of the Government's commitment, announced early in the year, to the expansion of educational opportunity in that region. Secondly, it presented the concept to the Commonwealth in educational and architectural terms, with a view to its timely funding in order to ensure an early and concrete representation of that commitment, among the people of the region.

In pursuing such issues, the Commission frequently operates in a complex environment exhibiting constraints, often of a substantial nature. Among these is the influence of parameters in funding and other matters promulgated by the Commonwealth, which has the major financial responsibility, and of policies in areas not always obviously related to post-secondary education. There is also the special nature of the academic institutions, including their staff and students, and other agencies with which the Commission deals. These constraints sometimes inhibit rapid responses to issues, particularly those which call for consultations of the kind to which the Commission is strongly committed.

As you will see from Table 1, the post secondary education system of this State has become quite large, and includes four higher education institutions enrolling well over 30,000 students and with a collective annual operating budget of the order of $150m, and a widely dispersed TAFE system enrolling of the order of 70 000 students and with a total annual operating budget in excess of $90m. The Commission, in acknowledgement of the size of this investment in terms of human and material resources, is concerned that funding restrictions may cause a lowering of standards and performance of graduates and considers that this issue needs attention, together with efforts to increase levels of participation.

Given the current federal arrangements for the development of the post secondary education system, the Commission has been concerned to project, in a vigorous and effective manner, the education needs of our State.

W A Pullman
Chairman

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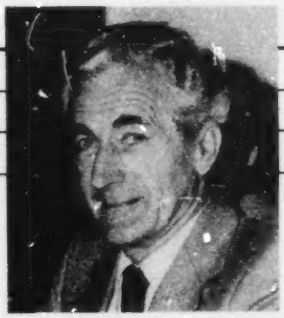
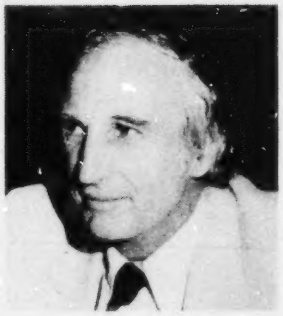
Chairman and Chief Executive Officer



W A Pullman MSc, PhD (Birm), CEng, FIMechE, MACE
(to 23 August 1988)

D C Briggs, MA (W. Aust), FACE
Head
Extension Services Department
Western Australian College of Advanced Education
(to 28 February 1985)



J R de Laeter, BEd(Hons), BSc(Hons), PhD(W.Aust) FInstP, FAIP
Chairman
Division of Engineering and Science
Western Australian Institute of Technology
(to 28 February 1984)

R M C Lourens
M Comm, PhD (W Aust), ACA, AUS FAIM
Deputy Vice-Chancellor
University of Western Australia
(to 28 February 1986)

L E McCarrey, CMG, BSc, BEc(Hons) (W. Aust)
Under Treasurer of Western Australia
(to 28 February 1984)

Secretary to the Commission

W J Howse, BSc, BEd(Hons) (W.Aust), MA, PhD(Iowa), MAIP, MACS, FACE

B R Scott, ASTC, MIEAust, MIChemE, ARACI, FAIM
Education Liaison Officer
Confederation of Western Australian Industry
(to 28 February 1985)

COMMISSION MEMBERSHIP
as at 31 December 1983

P T Carter, JP, FAIM
Company Director
(to 28 February 1986)

Commissioners whose terms of office ended in February 1983 were Dr A M Kerr, Miss M G Vernon and Dr D Mossenson. Dr Mossenson was reappointed.

The Commission regrets the untimely death during the year of Dr Al Walkington, foundation Director of Karratha College. His contribution to the early development of the College will be remembered with great appreciation by all concerned.

D Mossenson, BEd, MA, PhD (W.Aust), FACE
Retired Director-General
Education Department of Western Australia
(to 28 February 1985)

A S Petterson
Executive Officer
WA Crafts Council
(to 28 February 1985)

N P Rudeforth, BA, DipEd (W.Aust), MACE, AFAIM
Principal, Carine Technical College
(to 28 February 1986)

P M Smeeton, OBE, JP
Grazier, Wongan Hills
(to 28 February 1986)

A R Tough, BE, MBA (W.Aust)
Managing Director
Allied Eneabba Ltd
(to 28 February 1985)

The Role of the Commission

The Western Australian Post Secondary Education Commission* was established in December 1976 in response to a perceived need for the State to play an enhanced role in the planning and coordination of post secondary education in Western Australia. In accordance with its Act the Commission is concerned with the promotion, development and coordination of post secondary education throughout the State, and it fulfills this task by providing advice on a wide range of matters to the State Government, the Commonwealth Tertiary Education Commission (CTEC) and the institutions concerned.

The extract from the Commission's enabling Act set out in Appendix A shows that its role is an advisory one, with emphasis on consultation and collaboration. The Commission interacts with the institutions concerned, relevant State and Commonwealth authorities and other groups and organisations with an interest in post secondary education in order to obtain a comprehensive understanding of the issues involved. The Commission is indebted to the institutions and to other groups and individuals who contribute to its activities in this way.

The Commission is primarily concerned with planning for the development of post secondary education opportunities for Western Australians and devotes most of its attention to the development and provision of advice on issues such as:

- the structure, balance and development of the post secondary education system in Australia and its components;
- the overall level of enrolments in Western Australia and the distribution of these enrolments among sectors and institutions and by field of study, level of course and mode of enrolment;
- the academic developments which are required to meet present and emerging needs within the State;
- the resources required to meet the needs of the State for post secondary education, and the distribution of these among institutions; and
- the need for sites in strategic locations for future post secondary education institutions.

In addition to these planning functions, the Commission and its staff are also involved in a number of other activities including the accreditation of advanced education courses, the administration of expenditure programs such as the Commonwealth Voluntary Adult Education Grants Scheme, the provision of advice on industrial and legal matters and the dissemination of statistical information.

The Structure of the Commission

The Commission normally meets once a month. Its work is facilitated by regular meetings of various standing committees, including the Academic Committee and the Resources Committee. All Commissioners are members of one or both of these committees and in 1983 attended at least 20 formal meetings in addition to participating in various discussions and other Commission activities.

Special purpose committees are established when required, and may include in the membership people from education, government, industry, commerce or the community. Details of the major committees which functioned in 1983 are listed in Appendix B.

Occasional seminars arranged by the Commission have also promoted interaction with people from different backgrounds who share an interest in issues of special significance.

The Commission is supported by a staff establishment of 15 permanent and a number of part-time positions and was funded by an allocation from the State Consolidated Revenue Fund of $703,000 in 1982/83. Details of the Commission's staffing and finance are listed in Appendices C and D respectively.

Major Activities in 1983

The CTEC decisions on the granting of financial assistance to the State for post secondary education are prepared on a triennial basis. The Western Australian Post Secondary Education Commission is involved in this process through consultations with institutions and the CTEC and the preparation of major submissions to the latter. During 1983 the CTEC called for initial submissions from the Commission for the 1985-87 triennium, and the preparation of proposals for the triennium constituted the major activity undertaken by the Commission in 1983. Details of this exercise and the Commission's recommendations for the triennium are discussed later in this report.

Other significant activities undertaken by the Commission in 1983 are also described elsewhere. A brief description of these is provided below:

*The Commission replaced the Western Australian Tertiary Education Commission.

- **major seminar on the CTEC's "Learning and Earning" report**

  This seminar was attended by over 100 people from post secondary education institutions, schools, industry and other organisations interested in post secondary education and the labour market.

- **two seminars on revised accreditation procedures for the State's advanced education institutions.**

  These seminars were designed to familiarise institutional staff involved with the new accreditation procedures and to encourage the development of new approaches within these procedures.

- **a study of student residential provisions**

  This study resulted in a report which made recommendations concerning the provision of student residential accommodation for the Pilbara Colleges and for TAFE colleges in Western Australia

Computer controlled machinery in the workshop at Kalgoorlie College

- **the distribution of extra funds and places for 1984**

  The State's allocation of the extra $10 million and 3000 places provided under the Participation and Equity Program was $940,000 and 320 places.

- **a review of computing facilities at the regional colleges.**

  The review resulted in recommendations to the Commission on the computing requirements of the independent colleges at Hedland, Kalgoorlie and Karratha.

- **preparation of reports on Aboriginal education and external studies.**

  These reports were produced with the co-operation of representatives from the post secondary institutions.

- **an enquiry into nurse education.**

  A Committee of Enquiry into Nurse Education has been established to review the provision of nurse education in Western Australia. It is expected that the Committee will complete its review by mid-1984.

- **a review of the need for a conservatorium of music**

  The Minister for the Arts commissioned a review into the need for a conservatorium of music in Western Australia. Recommendations from this review will be considered by Government early in 1984.

Commission Publications

Jones E, Jennings J, Stuart J (1983) *"Post Secondary Education Planning: the Demographic Context: a Discussion Paper"*. Western Australian Post Secondary Education Commission.

Sclanders M et al (1983) *"Learning and Earning: Papers and Proceedings of a Seminar held on 24 March 1983"*. Western Australia Post Secondary Education Commission.

Stuart J (1983) *"Student Enrolments in Higher Education in Western Australia: Some Observations on Trends over the Period 1973 to 1983: a Discussion Paper"*. Western Australian Post Secondary Education Commission.

Management Education Advisory Group (1984) *"Management Education Courses in Western Australia"*. Western Australian Post Secondary Education Commission.

Western Australian Post Secondary Education Commission (1983) *"Aboriginal Education: a Report on Existing and Proposed Course Developments for and about Aborigines in Western Australia"*.

Western Australian Post Secondary Education Commission (1984) *"External Studies 1983: Part 1 General Information"*.

Western Australian Post Secondary Education Commission (1984) *"External Studies 1983: Part 2 Statistical Information"*.

Western Australian Post Secondary Education Commission (1983) *"Report on Student Residential Accommodation for Regional Technical Colleges in Western Australia: 1983"*.

Triennial planning clearly does not take place in isolation from the other planning activities of the Commission, and many of the issues which are relevant to the foundation of plans for the 1985-87 triennium have been considered by the Commission in a variety of other contexts. Indeed, the Commission has been greatly assisted in the preparation of its submissions to the CTEC by the data, perspectives and policy decisions which have emerged from its other planning activities.

While many factors contribute to and provide the context for planning for the 1985-87 triennium, three major influences can be distinguished. These are the existing system of post secondary education, the Commission's long term strategy for the development of the system, and trends in population growth and distribution. These three major influences are discussed in the remainder of this section.

The Post Secondary Education System in Western Australia

Western Australia has a well-developed post secondary education system consisting of two universities, two colleges of advanced education, three regional colleges, sixteen technical colleges and a variety of evening technical schools and technical centres.

The University of Western Australia (UWA) was established under the provisions of the University of Western Australia Act, 1911 and opened in 1913. It is a relatively large and diversified institution which offers a wide range of courses in a variety of fields of study.

Murdoch University was established under the provisions of the Murdoch University Act, 1973 and admitted its first undergraduate students in 1975. It has grown substantially since its establishment but is still much smaller than the UWA and is involved in significantly fewer fields of study.

The Western Australian College of Advanced Education (WA College) was formed by the amalgamation of the four former teachers colleges and came into operation as a multi-campus institution at the beginning of 1982. It is a medium-sized institution but has a narrow academic profile, with a major proportion of its resources devoted to teacher education.

Construction of the Western Australian Institute of Technology (WAIT) was commenced in 1963 and it was established as a college of advanced education under the provisions of the WAIT Act, 1966. The Institute, like UWA, is a relatively large and diversified institution which offers a wide range of courses in a variety of fields of study.

The three regional colleges, at Hedland, Kalgoorlie and Karratha, are developing institutions which are focussing initially on the provision of technical and further education (TAFE) courses. To a more limited extent, a small number of advanced education courses is provided under contractual arrangements with metropolitan institutions.

The Technical Education Division (TED) of the Education Department of Western Australia is the major provider of TAFE in Western Australia and offers a wide range of courses through its technical colleges and centres both in metropolitan and in country areas.

Some major changes have occurred in the pattern of enrolments in each of the sectors of post secondary education over the past decade, and while there has been substantial growth in absolute terms in each of the sectors, the bulk of the growth has occurred in the advanced education and TAFE sectors.

With respect to the university sector, Figure 1 shows that enrolments in each mode have increased in absolute terms; however, while external enrolments have retained their proportion within total higher education external enrolments, full-time and part-time enrolments have fallen relatively. Further, the proportion of full-time university enrolments still approximates to that of 1975, while the proportion of part-time enrolments has substantially fallen and that of external enrolments risen correspondingly. There has also been a significant increase in the proportion of female students.

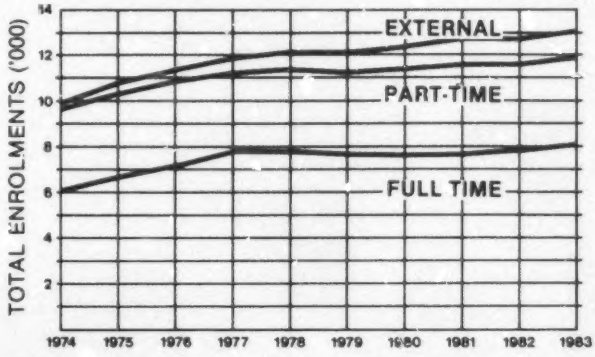


FIGURE 1: Enrolments in Universities by Mode of Enrolment, 1974 to 1983

In the advanced education sector, again, enrolments in each mode have increased, both absolutely and within higher education as a whole. This applies particularly to part-time enrolments, which, however, have remained fairly steady as a proportion of advanced education enrolments. In

addition the proportion of full-time enrolments has declined while that of external enrolments has increased markedly. These trends are shown in Figure 2. In addition there has been a significant increase in female enrolments, especially part-time.

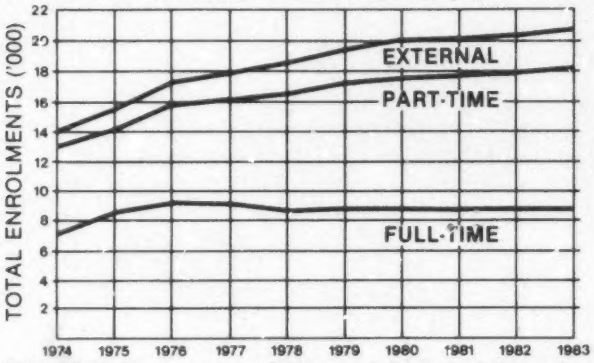


FIGURE 2: Enrolments in Colleges of Advanced Education by Mode of Enrolment, 1974 to 1983

In the TAFE sector, as Figure 3 indicates, there have been large increases in full-time and part-time enrolments, both in absolute and in relative terms, over the last decade. A substantial opposite trend has occurred in external enrolments. It should be noted, however, that this trend has included some marked fluctuations in part-time and external enrolments and, consequently, in overall enrolments. These are due, in part, to changes in the methodologies employed for the compilation of the statistics on which the figures are based.

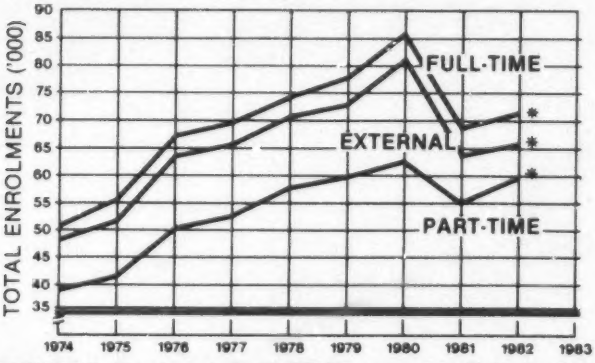


FIGURE 3: Enrolments in TAFE (Streams 1 to 5) by Mode of Enrolment, 1974 to 1983

Apparent drop in 1981 enrolments results from methodological changes in data collection

*These figures were not available at the time of publication.

The post secondary education system catered for some 100 thousand students in Western Australia in 1983. Funding for post secondary education is provided mostly by the State for TAFE and by the Commonwealth for university and advanced education and for a limited number of TAFE activities. Commonwealth recurrent grants of some $150 million were provided to the State for higher education in 1983. It is not possible to provide comparable information on recurrent grants provided by the State for TAFE as these grants are made available on a financial year basis and the allocation for the TED is included within the allocation for the Education Department.

The following table, which details enrolments and recurrent grants for higher education and institutions and enrolments for TAFE institutions for 1983, indicates the scale of the existing post secondary education system in Western Australia.

TABLE 1: Western Australian Post Secondary Education Institutions, Enrolments and Recurrent Grants, 1983

Enrolments and Recurrent Grants	Enrolments				1983
	FT	PT	Ext	Total	Recurrent Grant ($,000)
Universities					
Murdoch	1 344	781	1 044	3 169	17 830
UWA	6 651	3 093	64	9 808	55 280
TOTAL	7 995	3 874	1 108	12 977	73 110
CAEs					
WACAE	3 807	3 522	1 173	8 502	27 940
WAIT	5 678	5 254	1 330	12 262	46 095
TOTAL	9 485	8 776	2 503	20 764	74 035
TAFE					
TED	·	·	·	·	82 675 (c)
Academy of Performing Arts	130	68 (a)	—	198	1 410
Hedland	78	924	—	1 002	2 424
Kalgoorlie	203	1246	—	1449	2 723
Karratha	63	694	—	757 (b)	2 126
TOTAL	na	na	na	na	91 358 (d)

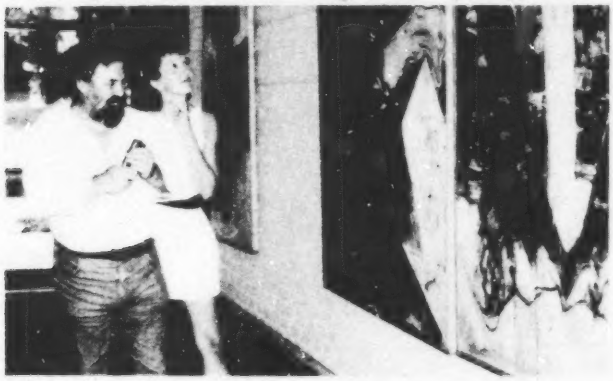
(a) (includes 25 multi-modal
(b) includes a small proporation of dual enrolments
(c) represents estimated expenditure
(d) for the financial year 1983/84
*These figures were not available at the time of publication.

The Long Term Strategy

In the Commission's view, the development of shorter term plans, such as those for the 1985-87 triennium, must take place in the context of strategies to meet the longer term needs of the State for post secondary education. While the Commission would not wish to advocate the establishment of detailed long term planning goals, it believes that some broad objectives can be set and that short term planning decisions can be made in the context of these longer term objectives. The Commission has, on a number of occasions in the past, indicated its views on these matters but it is worth restating these views now as they do underpin the Commission's recommendations for the 1985-87 triennium.

Looking firstly at the metropolitan area, the Commission envisages that the existing higher education institutions — Murdoch University, UWA,

the WA College and WAIT — will progressively develop, although at somewhat different rates, to meet the majority of higher education needs in Western Australia for the next 25 to 30 years. In the Commission's view, higher education needs in the metropolitan area can best be met by relatively large multi-purpose institutions which have the capacity to develop real academic strength in particular areas while retaining a capacity for a flexible response to changing needs. It envisages that each of the existing institutions will grow and diversify and, in the case of the WA College, develop further campuses until each is catering for some 12,000 to 15,000 students in a wide range of discipline areas.



Fine Arts students at UWA

The Commission subscribes to the notion of diversity in higher education; it anticipates that each of the institutions will retain some distinctive features and that not all courses will be replicated at each institution. In addition, the four institutions will grow and develop to optimal size at differing rates, bearing in mind their potential for growth and the needs of the regions they serve. Site limitations and diseconomies of scale will limit the size of the higher education institutions to some 12 000 to 15 000 students, and there will clearly be a need to develop further institutions as the existing ones approach their maximum size. At this stage it seems likely that in the long term such developments will occur in the Perth outer sub-regional centres of Rockingham, Armadale and Midland and in the northern part of the north-west corridor, and the Commission has taken action to reserve sites for such developments.

Turning to the provision of TAFE in the metropolitan area, the Commission endorses the current TED planning. This planning envisages: the consolidation of existing central hub colleges which provide specialised and generally expensive facilities to cater for students from all part of the metropolitan area; the development of additional outer colleges which provide for the lower levels of certificate and diploma courses in high demand and meet other local needs; and the development of sub-regional centre colleges which will initially function as outer colleges but will develop in the long term into major institutions offering advanced level work to meet both local and regional needs.

Post secondary education developments in country areas in Western Australia will continue to be constrained by the relatively small populations to be served. Higher education courses are at present provided on an external basis by metropolitan institutions, by branches of metropolitan institutions (the School of Mines and Muresk Agricultural College) and by the regional and TED colleges under contractual arrangements. The Commission envisages a continuation and extention of this basic pattern, associated with: a progressive development of external offerings and support; expansion of courses offered under contractual arrangements; the offering of some advanced education courses by regional colleges in their own right; the development of further branches of metropolitan institutions; and the eventual establishment of autonomous higher education institutions when warranted by population growth and existing and potential student numbers.

TAFE will continue to play a major role in meeting the post secondary education needs of country areas of the State. In addition to external offerings, the existing pattern involves initially the provision of a limited range of offerings using high school or other existing accommodation. The next stage of development involves an modest facility which will enable an expanded range of courses, including some for full-time students, to be offered. The third stage of development, which can only be justified for a relatively large country town, involves the establishment of a technical or regional college in substantial teaching accommodation. The Commission anticipates that this basic pattern of development will continue in the future, although rather more emphasis may be given to regional developments by associating technical centres with an appropriate college.

Population Growth and Distribution.

For some time now the population of Western Australia has grown at a substantially faster rate than the national average and, given the State's economic and resource situation, it is generally accepted that this pattern will be maintained in the foreseeable future. Indeed recent Australian Bureau of Statistics population projections suggest that the growth rates of relevant age groups in Western Australia will far outstrip the national growth rates for equivalent age groups. The Commission has pointed out to the CTEC that account will need to be taken of these differential rates of growth in determining the allocation of places, and resources, for post secondary education in Western Australia for the 1985-87 triennium.

PLANNING FOR THE 1985-87 TRIENNIUM

The Commission commenced planning for the 1985-87 triennium during 1981, when it identified a number of major issues which were expected to be of considerable significance to longer term planning. These issues, which include the objectives of post secondary education, student access and participation and evaluation, involved not only the calling of written submissions but also the holding of forums at which members of the Commission had discussions with representatives of interested groups, including employers and professional associations as well as the institutions. The Commission is grateful for the input and advice which it received and which contributed to a sound base for its recommendations.

Late in 1982 the Commission held discussions with heads and senior staff of institutions in all sectors in order to ascertain their plans for future development. Subsequently, the Commission received detailed submissions from the four higher education institutions, and prepared papers for submission to the Advanced Education Council and the Universities Council. These papers were discussed with the respective Councils during their triennial visits to Western Australia in 1983. Also, in mid-1983 the Commission participated in the development of the State triennial submission to the TAFE Council and in discussions with the Council when it visited the State earlier in the year.

In the later part of 1983, the Commission developed a final submission to the CTEC. This submission, which built on and updated the earlier submissions to the three Councils of the CTEC, outlined the Commission's views on the structure and development of the post secondary education system in Western Australia and detailed the Commission's proposals for the 1985-87 triennium. Prior to the final drafting of the submission institutions were invited to comment on issues which should be taken into account by the Commission when reviewing its proposals for the triennium. Every effort was made to accommodate the wishes of the institutions. However, because the interests and aspirations of individual institutions do not always coincide with the interests of the State in developing a strong, vigorous and diverse post secondary education system, the Commission was not in a position to accede to all requests put to it.

Student in Mathematics and Computing at WAIT, at work on a visual display unit

In its submission, the Commission proposed substantial growth in the provision of places and resources for post secondary education in WA over the 1985-87 triennium. Included were eight major proposals which will form the focus for the Commission's activities during the 1985-87 triennium. On the following pages, the background to these proposals is described in some detail.

Planning during 1983, for the 1985-87 triennium, has involved many discussions of issues raised in the proposals concerning their potential to improve participation in post secondary education. Where possible, the Commission plans direct action to develop and implement the ideas. Otherwise, the Commission strongly supports others in their efforts to improve access by extension and innovation in the provision of courses.

A TED mobile teaching laboratory

Growth and development on at least the scale proposed by the Commission is justified in terms of the State's demographic and economic expectations. However, growth of this magnitude will only be possible if adequate resources are provided. Institutions in Western Australia will not be in a position to provide adequately for existing and new clienteles without substantial and sustained increments in both capital and recurrent resources. Existing standards must not be allowed to erode further if long term damage to scholarship, building fabric, health and safety of students and to teaching quality is to be avoided.

The Commission supports,

growth in the provision of higher education places of the order of 2500 to 3500 WSU/EFTS (Weighted Student Units/Equivalent Full-time Students) over and above the planned 1984 level by 1987.

The relatively slow rate of growth of enrolments in higher education over the last decade was illustrated earlier in this report. While absolute enrolments provide a useful indication of trends in the provision of post secondary education opportunities, it is also revealing to look at participation rates which relate enrolments to population levels. Figure 4 below shows participation rates in university and advanced education since 1974 in relationship to the 17 to 29 year old resident population.

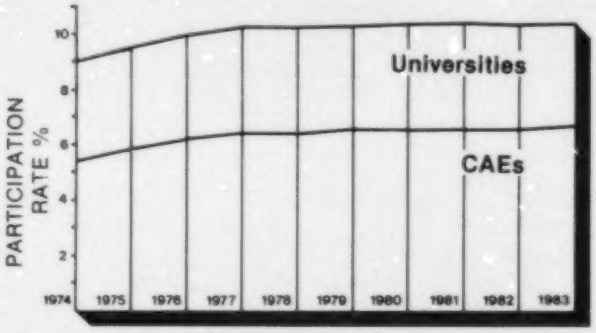


FIGURE 4: Participation Rates in University and Advanced Education, 17 to 29 Year Olds, 1974 to 1983

In the university sector, the participation rate has been fairly steady since 1975. In the advanced education sector, however, the fairly rapid growth to 1976 has eased to much smaller increases, especially from 1979, although the increase, is still apparent, with the participation rate peaking in 1983. For higher education as a whole, rates grew significantly until 1977, with subsequent smaller but consistent increases each year.

Using the electron microscope in the School of Veterinary Studies at Murdoch University.

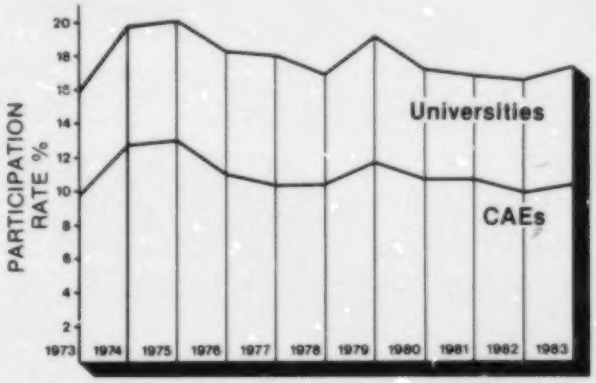


FIGURE 5: Students Commencing Higher Education as a Proportion of the 17 Year Old Population of WA, 1973 to 1983

Of major concern to educational planners has been the decline in the participation rate of young people in our institutions of higher education. In line with trends in other States, the higher education participation rate of the 17 to 24 year age cohort in Western Australia peaked in 1976 and declined to a low point in 1982, with some signs of a recovery in 1983. Of particular interest from the point of view of planning is the attraction of higher education studies for school leavers. Figure 5 illustrates this decline in the direct transition of school leavers to higher education although, again, the upturn in 1983 is apparent.

For the Future

The Commission believes that its proposals for substantial growth in the provision of higher education places over the 1985-87 triennium are well justified. The proposals have been developed in the context of the relatively slow rates of growth which took place over the 1979-81 and 1982-83 triennia and the signs of pressure which have become evident in 1983. The need to respond to the demands generated by Western Australia's above average rate of population growth and the Commonwealth's policy commitment to increasing participation of the young and of disadvantaged groups has also been taken into account.

The Commission supports

substantial growth and some diversification for Murdoch University and the WA College including new professional programs in commerce and legal studies for Murdoch University and a range of undergraduate and some graduate diploma and Master's degree programs for the College. These initiatives will enable both institutions to consolidate and to meet more adequately the needs of the regions they serve.

Substantial growth, as proposed for Murdoch University and the WA College, is seen as a means of enabling these two institutions to diversify and enhance their range of offerings. Growth and diversification is planned generally for areas where resource implications are relatively low. The arts, social sciences and community studies are areas where the extra resources required will be in terms of facilities and teaching staff rather than expensive equipment.

Murdoch University

Murdoch University is a developing institution faced with those difficulties associated with limited student numbers. The Commission supports continuing growth in funded student numbers at the University, which has a relatively small staff base and has suffered from a deteriorating student/staff ratio in recent years. The Commission has pointed out to the CTEC that any attempt to promote new developments at Murdoch over 1985-87, or, indeed, to cater for additional students in existing courses, will need to be supported by appropriate increases in capital and recurrent resources.

The existing academic profile includes a major role in external studies. The University's exceptionally strong involvement in research is also a feature of its overall development. There is a well established School of Veterinary Studies, as well as growing involvement in education, physical and biological sciences, humanities and social sciences. Figure 6 illustrates the University's level of involvement in the various fields of study. It can be seen that diversification at the University can be developed further to meet the Commission's notion of a multi-purpose institution.

Growth and diversification at the University during the 1985-87 triennium are expected to occur in existing and new professionally-based programs. At present, consideration is being given to developments in the areas of commerce and legal studies. This latter development has the backing of the profession, and while it will have some significant financial implications (for example, the library), a phased development would enable needs to be met over time. The Commission will support the University in endeavours to develop new programs which are consonant with the needs of the State and the interests of other institutions.

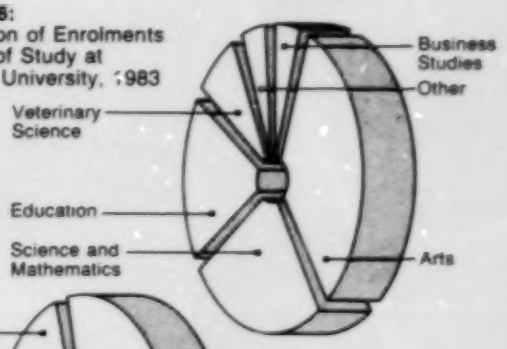
Western Australian College of Advanced Education

The Western Australian College of Advanced Education is entering a period of growth and diversification, and is in the process of establishing a new academic profile within the existing State context. The College has a strong and vigorous base in business studies and teacher education and a developing involvement in the performing arts.

The pooling of resources which has resulted from the amalgamation of the four former Colleges has enabled the College to plan developments at a range of levels and in a range of areas, including the existing ones and new areas of arts and applied sciences, and community and language studies.

The level of involvement in the various fields of study is illustrated in Figure 7. New courses proposed for development at the College will include a number at the associate diploma, Bachelor degree and graduate diploma levels, some of which are designed to cater for new groups of students who might not otherwise have contemplated undertaking a higher education course. Consideration will also be given to developing further campuses to enable the College to meet emerging needs.

FIGURE 6:
Distribution of Enrolments by Field of Study at Murdoch University, 1983



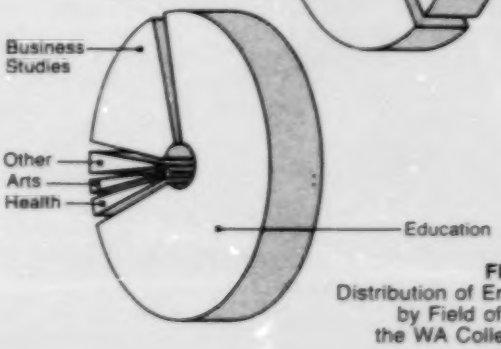


FIGURE 7:
Distribution of Enrolments by Field of Study at the WA College, 1983

The University of WA and the WA Institute of Technology

The Commission supports,

modest growth at the University of Western Australia and the Western Australian Institute of Technology to enable both institutions to develop further in a number of areas where they are in a position to make a unique contribution.

The University of Western Australia and the Western Australian Institute of Technology are relatively large, multi-purpose institutions, which offer a wide range of study opportunities to students living both north and south of the Swan River.

University of Western Australia

The University of Western Australia is well-established, with a comprehensive range of courses, including those in the high-cost areas of the sciences, as well as the arts and the professions. The range and level of involvement in fields of study of the University is illustrated in Figure 8.

The University has a major responsibility in the State for post-graduate studies, research and a number of areas where it is the sole provider of programs in Western Australia. The Commission supports concentration on developments in these areas for this institution rather than in other lower-cost areas, particularly where alternative opportunities are available at other institutions.

Research is a significant and growing feature of the University's overall development. Collaborative research with other education institutions, government departments, industry and other agencies is a notable aspect of these research activities. The Commission accepts and endorses the University's view that some modest but steady growth in student numbers and funding over each of the next eight to ten triennia would be beneficial. However, growth through consolidation and extension of existing discipline course areas will form the basis of the majority of developments at the University for the next triennium at least.

Western Australian Institute of Technology

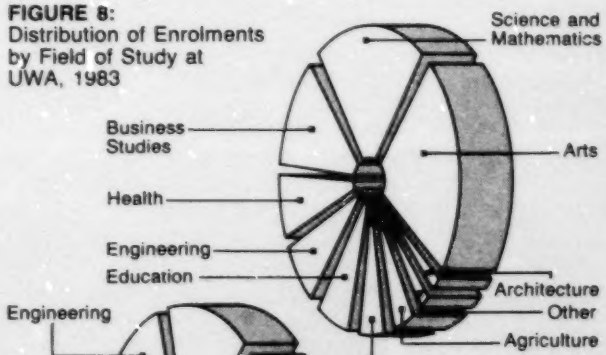
The Institute has a well established profile in most areas of involvement, although student numbers in some activities are relatively small. It, like the UWA, is especially strong in the sciences, and also in a number of the professions catering to the needs of industry in this State. The range and level of these features at the Institute are illustrated in Figure 9.

The Institute proposes to extend post-graduate levels of offerings, graduate diplomas and Master's degrees, in some appropriate areas. In line with WAIT priorities, major growth will be encouraged in the areas of the sciences and technologies.

The Institute is also keen to provide opportunities for its students to study at doctoral level, even though Commonwealth policy does not provide for colleges of advanced education to offer such programs in their own right. The Commission, the Institute and the two universities have participated in discussions on the matter. The result has been that arrangements to provide access to university doctoral degrees for students from colleges of advanced education are well advanced.

The Commission believes that the Institute, like the UWA, would benefit from some modest but steady growth in student numbers and funding over each of the next eight to ten triennia. The Institute is planning substantial growth in the sciences and technologies over the 1985-87 triennium, but it may not be possible to accommodate this planned growth within the overall level of growth which will be provided for the Institute. In these circumstances, the Institute may wish to consider allowing some of this growth in the sciences and technologies to take place at the expense of enrolments in other areas where alternative opportunities are available at other institutions.

FIGURE 8:
Distribution of Enrolments by Field of Study at UWA, 1983



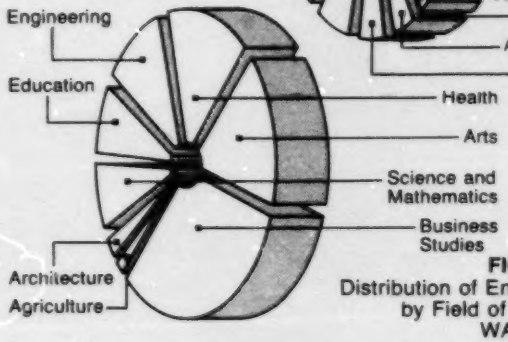


FIGURE 9:
Distribution of Enrolments by Field of Study at WAIT, 1983

The Commission supports,

substantial growth in TAFE to enable the Technical Education Division of the Education Department and other providers to play a greater role in meeting State needs and the needs of youth.

TAFE is regarded by the Commonwealth as an increasingly important area in providing educational opportunities for school leavers.

In Western Australia, approximately 35 per cent of 16 to 18 year olds are involved in TAFE courses; these are provided through the TED, the three regional colleges (at Hedland, Kalgoorlie and Karratha) and the Academy of Performing Arts. The spread of location of institutions providing TAFE courses throughout the State can be seen in Figure 10.

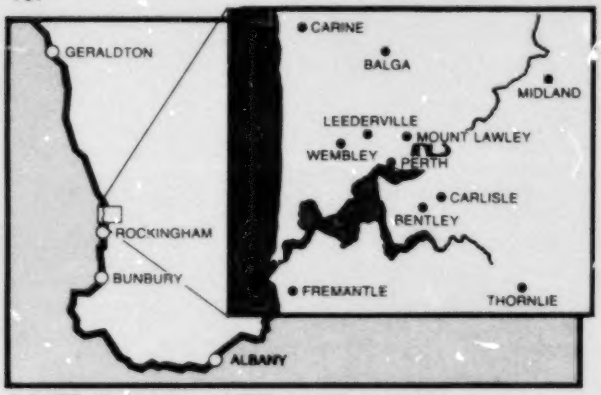


FIGURE 10: Location of TED Institutions in WA

Courses offered through TAFE include pre-vocational, trade and apprenticeship, post-trade training and technician training. A wide variety of adult education courses, which are usually non-award, is also provided though TAFE centres.

Participation in TAFE

The TAFE sector has experienced continuous but irregular increases in participation rates from 1974 up to 1982, although fluctuations in the trend have occurred which, it is believed, are due to changes in data compilation methodology. There has been a large increase in full-time and part-time enrolments, with a decrease in the number of external enrolments.

For the Future

The State submission for TAFE for the 1985-87 triennium, which was forwarded to the TAFE Council in July 1983, contains two sets of enrolment projections for the triennium. The projections are based on the TAFE Council's notions of 'constrained' and 'unconstrained' growth. It appears that unconstrained growth would mean approximately 2 600 additional enrolments annually in the period 1982-1987. The constrained projections envisage growth of about 1 800 places per year.

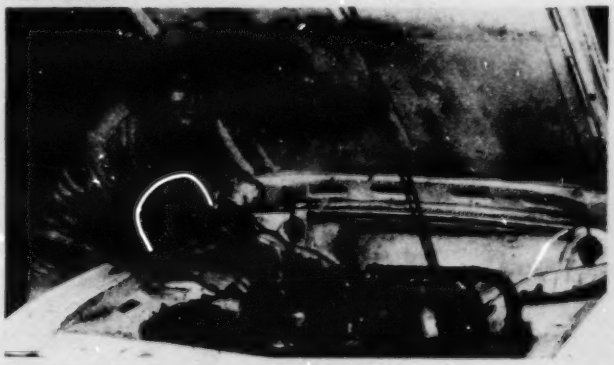
The Commission believes that these two sets of projections provide a reasonable range for planning purposes. However, while the unconstrained projections may be seen as providing reasonable and desirable objectives, it has to be acknowledged that financial restraints both at the State and at Commonwealth levels, may preclude these objectives from being achieved. TAFE has the potential, though, to play a major role in achieving Commonwealth objectives regarding participation of the young and disadvantaged groups, and these priorities will have to be reflected in funding levels for 1985-87.

Extending the Offerings

While the Commission is not directly involved in the development of the majority of TAFE courses in the State, it adopts a supportive role for those activities designed to extend the study opportunities for the community, especially those activities designed for young people and disadvantaged groups. The major role played by the TED in offering bridging courses for people who wish to further their education but who lack necessary qualifications is one example. The extension of TAFE courses in the performing arts offered through the Academy is another.

The Regional Colleges

Through its role in the development of the regional colleges, the Commission has direct involvement in TAFE. These colleges provide TAFE courses designed to meet the needs of the local communities. During the triennium, procedures for accrediting these courses will be established by the colleges, with the Commission's assistance. Courses thus accredited should gain credibility throughout Australia, and credit transfer arrangements with other institutions for such courses should be facilitated.



An evening class in Automotive Maintenance at Hedland College

The Commission Supports,
the development of an advanced education facility at Bunbury, including appropriate contractual arrangements with Perth-based institutions, to provide improved access to higher education for residents in the Bunbury region. A number of course areas is contemplated including business studies, applied arts and science and teacher education.

In May 1983, the Minister for Education requested that the Commission identify ways in which Government policy concerning an advanced education facility for Bunbury could be implemented. The Minister requested that policy concerning this facility be developed by the end of the year, in order that detailed planning could occur in 1984 for the facility to be ready for opening in 1985.

Two analyses of the region and its needs were conducted: one by the South West Regional Development Authority, the body concerned with the planning of Bunbury 2000; and one by the Commission in its statutory role of providing advice on the establishment of new institutions. The former was used by the Commission as an indication of the regional perceptions of advanced education needs in its review of the proposal in the wider context of State and Federal requirements and constraints. To ensure that a 1985 start would be feasible, the Commission included planning for the Bunbury facility in its 1985-87 triennium submission. Provision was made within the submission for increased advanced education enrolments in the South West region involving a reserve of unallocated places and associated funds.

The Facility

The Commission considers it imperative that the facility provided in Bunbury should be successful, have a positive image in the community at large, be fully accepted in the higher education community and meet the needs of the people of the region. It should also be such as to facilitate the growth and transition to a fully independent college of advanced education at some time in the future.

Both the Commission and the South West Regional Development Authority examined several models of management of an advanced education facility. These models ranged from an independent advanced education facility, through a regional college, to a development of the existing TED facility.

The Commission recommended to the Minister that a branch of the Western Australian College of Advanced Education be established at Bunbury for the following reasons:

- benefit would be gained from an association with an already well-established institution
- existing College awards would be available through the new facility;
- a branch of an advanced education facility has the potential to become independent at a later date, if and when enrolments are high enough to warrant such action; and
- a branch of the College could be established relatively easily to provide for the advanced education needs of the area, whereas an independent college of advanced education would not be a feasible proposition given the current climate of amalgamations and funding restrictions.

The Commission recommended also that if a branch model were adopted, it is important to provide explicit powers to a local Board of Management with respect to funding, staffing and the courses to be offered. In addition, because of its relatively small size, a branch is likely to require above average funding, and the Western Australian Government will need to supplement (either by grants or by services) the funds which the College could be reasonably expected to provide for the branch so that the additional costs of Bunbury do not place undue stress on the activities already provided through the metropolitan campuses.

If the Minister accepts these recommendations, it is expected that in 1985 enrolments will total 60 equivalent full-time students, in 1987, 250 and in 1990, 500.

The Profile

The Commission believes that the advanced education facility in Bunbury should provide programs in teacher education, business, social sciences/humanities, agriculture and visual arts on a full-time and part-time basis. The rapidity with which full-time study opportunities can be provided will depend on demand from students in the region.

It is expected that contracting arrangements with WAIT will be arranged to maintain those courses already available through the Institute's Advanced Education Centre in Bunbury. It is also expected that contracting arrangements with the Institute will be expanded to provide a wider range of study opportunities for the area.

North West Corridor Development

The Commission supports,

the development of an advanced education study centre in the north-west corridor of Perth to cater for the needs of the people in this region of Perth. The Centre, to be established under the auspices of the WA College, would act as an outlet for selected courses, or parts of courses, in similar study areas to those which might be provided at Bunbury.

Western Australia's very size and the distribution of its population, with relatively high concentrations in urban areas, require the development of appropriate strategies to ensure that post secondary education needs are met. At present there is a concentration of post secondary education institutions in the urban areas, and thus there are some difficulties for those wanting access but who live in outlying areas.

The strong development of external studies in the State goes some way to catering for these people, but available external offerings are not fully comprehensive and probably will never be, given, for example, the equipment requirements of some courses. The further development of contracting will, in the Commission's view, enable some of these needs to be provided for more adequately in future.

There has been considerable expansion of the population in suburbs in the north west corridor and it is predicted that the existing provisions for post secondary education will be insufficient to cater for this expansion. It has been proposed that an appropriate development might be the establishment of another campus of the WA College.

Extensions to the Academy of Performing Arts at the Mt Lawley Campus of the WA College

The Commission believes that the WA College, particularly with a more diversified profile, is now well placed to respond to this need, and appropriate arrangements should be made forthwith. Accordingly, it is proposed that a study centre of the College should be established in the north west suburbs during the period 1984-87.

The Centre would act as an outlet for selected courses, or parts of courses, offered by the College on a full-time and part-time basis. At this stage of the proposed development it is considered that the Centre would best be established using rented accommodation for the teaching and administration space required. Further detailed planning for the Centre will be necessary, including identification of the courses offered by the College which can best meet the needs of the area, but it is likely that courses will include business studies, applied arts and sciences and, perhaps, teacher education.

In 1984, it is planned to open the Centre in rented premises in the Joondalup area, with the WA College providing the courses. Enrolments will be drawn from the pool of student places allocated by the Commission during the planning process for the triennium for the proposed Centre. Contracting arrangements with the WAIT may also be appropriate to improve study opportunities for members of the community.

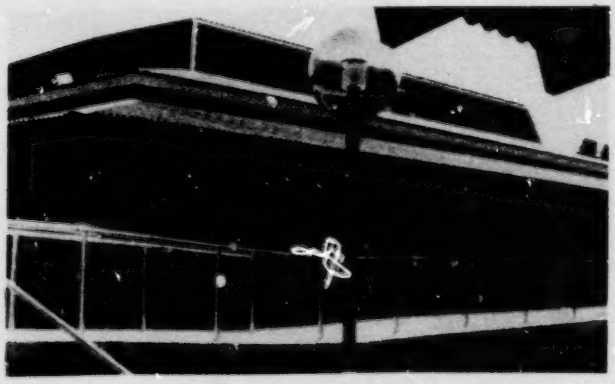
The Commission supports,

the provision of an earmarked pool of places, and resources, to promote the further development of contracting and thus to enhance the availability of advanced education courses to country and outer metropolitan area residents.

In its enrolments planning for the triennium the Commission has allocated 500 student places as a 'float', to cater for developments at Bunbury and for contracting arrangements. This has been done as part of the Commission's strategy to facilitate entry into higher education courses for potential country and outer metropolitan students.

At present, some higher education courses are provided on a contractual basis through the TED and the regional colleges. For example, WAIT provides business courses on a contractual basis through the Bunbury Technical College. Contracts have been made by the Institute with individual staff members from the College, who teach units on behalf of the Institute for the first year of the Bachelor of Business program. There is no formal arrangement between the Institute and the Bunbury Technical College in this case. Staff are paid as part-time teachers by the Institute.

The Education Department, through the TED, has also been aware of the need to provide for the requirements of more remote students in a variety of ways. Recently pilot programs have been introduced for co-operative program arrangements between the colleges of advanced education and country technical colleges. A scheme based in the country town of Wagin, whereby the TED funded an outreach education facilitator, has proved very successful, and it is proposed to extend the arrangement to other centres.



The new technology building at Karratha College

More formal arrangements exist between the Institute, the WA College and the regional colleges. Contractual arrangements whereby these colleges offer selected courses of Perth-based institutions have been tried with success on a modest scale. The Commission supports the expansion of this concept into a broader range of study fields. Figure 11 illustrates the source, range, level and location of these offerings.

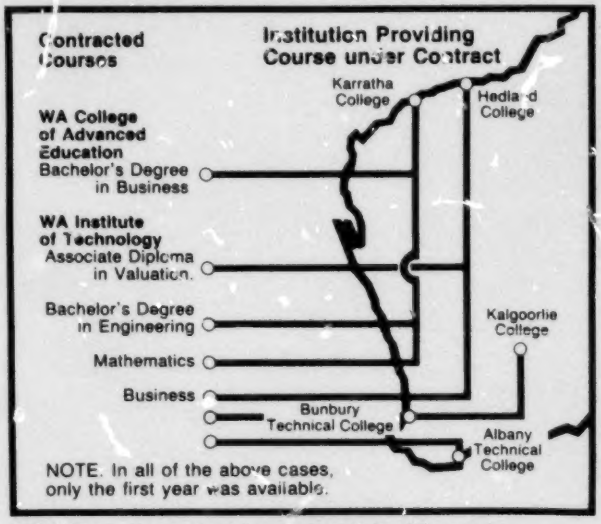


FIGURE 11: Contractual Arrangements for Advanced Education Courses in WA, 1983

Contracting — a Developmental Process

While the contracting of higher education courses through the TED and the regional colleges may be limited, the Commission believes the practice to be a useful one. The contracting of higher education courses can be regarded as a developmental process involving the modification of existing courses to suit local needs. It extends the access opportunities to higher education courses of individuals who, while living in outlying areas, may wish to enter higher education but, for a number of reasons, are unwilling to do so. Access to higher education courses that are offered on a contractual basis gives some of these individuals the opportunity to explore their own capabilities and interests before committing themselves to any major moves.

An example of the development of a contractual arrangement which involves modification of a course to suit local conditions can be found at Karratha College. The College, in conjunction with WAIT, plans to offer a common foundation year in engineering. Students who complete this year successfully will then be offered advanced standing in the Bachelor of Engineering course at the Institute. Arrangements such as this will take up places from the State pool of enrolments set aside by the Commission for contractual purposes.

Improved Access to Study Opportunities

The Commission supports,
the development and refinement of a range of other measures designed to improve access to study opportunities.

During the 1985-87 triennium considerable emphasis will be placed on increasing the participation of the young and disadvantaged groups in post secondary education through planned enrolment intakes and a number of more specific initiatives. Some of these initiatives (Joondalup, Bunbury, contracting) have already been discussed elsewhere in the report.

Access Courses

The Commission recently considered proposals from the WA College for bridging or access programs at the associate diploma level but concluded that provision of such programs might be more suitable for the Education Department, either through the senior colleges, Tuart and Bentley or the TED. The Commission supports the initiatives undertaken by the regional colleges in offering access programs, including particular programs for Aboriginal people.

External Studies

A review of external studies has recently been completed by the Commission. Recommendations emerging from the review include recognition of the WA College as a major provider of external studies, together with the other major providers — Murdoch University, WAIT and the Technical Extension Service of the Education Department. While the present basis for the College's role in external studies relates to teacher education, the Commission recognises that this base should broaden into other fields in keeping with the College's more diversified profile as it evolves.

The pattern of buoyant demand for external studies, as reflected in enrolment patterns, is expected to continue, particularly as the role of TED colleges and centres and the regional colleges as support centres becomes more widely established. Contracting arrangements previously referred to are also expected to contribute to the strong support for study through the external mode.

Another recommendation to emerge from the review was that of a provision for ongoing monitoring and co-ordination procedures. This will take the form of an annual review of the major aspects of external studies developments including identification of, and arrangements for servicing unmet needs, implications of new technology, including satellites, with a follow-up forum involving the institutions and the Commission to consider key issues.

Middle-Level Courses

The Technical Education Division has a major role in providing middle-level courses, that is certificate and diploma level courses. These courses are also offered by the regional colleges at Hedland, Kalgoorlie and Karratha. Middle-level courses, that is associate diplomas, are also provided through the advanced education sector. Generally, these courses have been developed in areas where the TED has been unable to develop suitable alternatives.

A national review of middle-level courses has been instigated by the CTEC. Until this review is complete, a moratorium on proposed associate diploma developments throughout Australia has been established. In commenting on a paper on middle-level courses circulated by the CTEC, the Commission has urged that the moratorium be lifted and that individual States should have greater responsibility for the co-ordination and monitoring of the development of all middle-level courses. The Commission has also stated that it firmly believes that the further development of associate diploma courses in education will open up new opportunities for participation in higher education.

Aboriginal Education

Initiatives to facilitate access to higher education by Aboriginal people have been given particular attention for some years both by the WA College and by WAIT. Activities have included transition courses and enclave support for Aboriginal people enrolled in higher education courses. The WA College has given particular attention to the training of Aboriginal teachers through the establishment of a remote centre at Broome to allow students to undertake the Diploma of Teaching (Primary) on an external basis.

The WA College and WAIT are also seeking to improve the present provisions made for Aboriginal people wishing to study on campus. Both institutions propose to establish Aboriginal Study Centres which are supported by the Commission as a means of improving the chances of Aboriginal people to complete higher education courses.

In its consideration of these proposals, the Commission noted that the roles and responsibilities of the various agencies concerned with Aboriginal education are unclear. In its submission for the 1985-87 triennium, therefore, the Commission urged that the CTEC take up this matter.

Functions and Duties of the Commission

Extract from the Western Australian Post-Secondary Education Commission Act, 1970-1979.

12. (1) The Commission shall have the functions set out in subsection (2) of this section and shall perform those functions subject to the Minister and with due regard to the traditional autonomy of universities and to the major role of universities in areas outside the scope of post-secondary education.

(2) The functions of the Commission are—

(a) to assist the Minister, and the Government of the State, in the formation of State views on the promotion, development and co-ordination of post-secondary education and for that purpose to make recommendations to the Minister on those matters having regard to the needs of the State, the number of students to be provided for, and the financial and other resources available;

(b) to make recommendations to the Minister and where appropriate, the relevant Commonwealth Education Commissions on the establishment and location of, and the acquisition and reservation of sites for, new post-secondary education institutions;

(c) to advise the relevant Commonwealth Education Commissions on —

(i) the levels of financial support requested by post-secondary education institutions, or authorities governing such institutions, for the purposes of post-secondary education; and

(ii) requests for a variation from an approved triennial programme of a post-secondary education institution or an authority governing such institutions;

(d) for the purpose of achieving rationalisation of resources and the avoidance of unnecessary duplication, to —

(i) advise the governing authorities of the respective post-secondary education institutions; and

(ii) make recommendations, where appropriate, to the relevant Commonwealth Education Commissions,

on proposals for the establishment of new post-secondary education courses of study;

(e) to advise the Minister and the governing authorities of the respective post-secondary education institutions on —

(i) the terms and conditions of appointment and employment, including salary payable, of the staff, whether academic or otherwise, of those institutions; and

(ii) all claims relating to the terms and conditions referred to in subparagraph (i) of this paragraph;

(ea) to advise the governing authorities of the respective post-secondary education institutions on —

(i) the fees to be charged by and paid to those institutions for classes or courses, examinations, and academic awards conferred; and

(ii) the criteria for entrance to those institutions with a view to avoiding multiple examinations and facilitating, where desirable, the movement of students between those institutions;

(f) to determine, when so requested by a post-secondary education institution or an authority governing such institutions, the minimum requirements for new academic awards and to accredit those awards; and

(g) to collaborate, where appropriate, with the relevant State and Commonwealth authorities with regard to the preparation of plans for buildings to be used by post-secondary education institutions, the letting of contracts for the building of such buildings, and the general supervision of building operations in relation to such buildings.

14. The Commission shall —

(a) consider requests and submissions of educational institutions and authorities that relate to the proposals of those institutions and authorities for future developments in post-secondary education;

(b) confer and collaborate, on matters relating to post-secondary education, with educational institutions and authorities and with departments of the Commonwealth and the States of the Commonwealth and other appropriate bodies or instrumentalities of the Commonwealth or the States of the Commonwealth;

(c) constantly review all aspects of post-secondary education and, on its motion or the request of the Minister, make reports thereon;

(d) consult with post-secondary education institutions for the purpose of encouraging, where it is desirable and feasible, the shared use of resources such as expert staff, libraries, computers, laboratories and expensive teaching or research equipment;

(e) promote and undertake research relevant to the planning, development and effective co-ordination of post-secondary education throughout the State; and

(f) furnish a report on its activities to the Minister not later than six months after the thirty-first day of each December.

14A. The Commission may require any post-secondary education institution to consult with the Commission, or with the Commission and any other post-secondary education institution or institutions, upon any aspect of the affairs of the institution that is relevant to the functions or duties of the Commission, and the institution shall comply with that requirement according to its tenor.

APPENDIX A
(continued)

Functions and Duties of the Commission

14B.(1) A post-secondary education institution shall —

(a) before making any submission to the Tertiary Education Commission, or any of its agencies, relating to —

(i) the development or financing of the institution;

(ii) the introduction of new courses by the institution, the continuance or discontinuance of existing courses, or any significant change in the nature, duration or content of any existing course; or

(iii) any other significant matter relating to the administration of the institution,

advise the Commission of the proposed submission and, subject to paragraph (b) of subsection (2) of this section, obtain the views of the Commission thereon; and

(b) furnish the Commission with such other information as the Commission may reasonably require for the purpose of performing any of its functions or duties.

(2) Where a post-secondary education institution has advised the Commission of a proposed submission pursuant to paragraph (a) of sub-section (1) of this section —

(a) the Commission shall use its best endeavours to examine the proposed submission and convey its views thereon to the institution as soon as is practicable;

(b) the institution may make the proposed submission notwithstanding that the Commission has not yet conveyed its views thereon to the institution if —

(i) it is authorised to do so by the Commission; or

(ii) a period of thirty days has elapsed since the Commission was advised of the proposed submission.

(3) In subsection (1) of this section "the Tertiary Education Commission" means the Commission constituted under the Tertiary Education Commission Act 1977 of the Commonwealth, as amended from time to time, or any other authority constituted under a law of the Commonwealth to take over the functions of that Commission.

APPENDIX B

Committees of the Commission

The major committees of the Commission which functioned during 1983 are described below. These committees can be categorised as either standing or special purpose committees.

STANDING COMMITTEES

Academic Committee

The Academic Committee, which normally meets monthly, is concerned with the review and co-ordination of academic matters within the State. Recommendations from the Committee go to the Commission for final consideration.

Membership:
Dr D Mossenson, Chairman
Dr J de Laeter
Dr W Howse
Professor R Lourens
Ms A Petterson
Dr W Pullman
Mr R Standish
Mr A Tough
Ms M Sclanders, Secretary

Management Committee

The Management Committee meets when necessary to consider internal Commission matters such as staffing, the budget and the management of the office.

Membership:
Dr W Pullman, Chairman
Mr D Briggs
Dr W Howse
Mr B Scott
Mr D McEvoy, Secretary

Resources Committee

The Resources Committee, which normally meets monthly, reviews and reports on the level and distribution of student enrolments, the physical and financial resources required to support post secondary education, and the distribution of resources among institutions. Recommendations from the Committee go to the Commission for final consideration.

Membership:
Mr B Scott, Chairman
Mr D Briggs
Mr P Carter
Dr W Howse
Mr L McCarrey
Dr W Pullman
Mr N Rudeforth
Mrs P Smeeton
Mr W Snell
Mr P Sinclair, Secretary

SPECIAL PURPOSE COMMITTEES

Triennial Planning Working Party

Planning for the development of post secondary education during the 1985-87 triennium was the function of the Working Party. The process culminated in the production of a report which was submitted to the Commonwealth Tertiary Education Commission in October. This report will be used by the Commonwealth in its national planning process.

Membership:
Dr W Pullman — WA Post Secondary Education Commission, Chairman
Mr P Carter — Commissioner
Dr W Howse — WA Post Secondary Education Commission
Professor R Lourens — Commissione
Dr D Mossenson — Commissioner
Mr B Scott — Commissioner
Mr W Snell — WA Post Secondary Education Commission
Mr R Standish — WA Post Secondary Education Commission
Mr P Sinclair — WA Post Secondary Education Commission, Secretary

Student Residential Committee

The Committee, established in 1982, completed its task with the production of a comprehensive report which was submitted to the Commission in December 1983. Recommendations were made concerning the provision of student residential accommodation for the Pilbara colleges and for TAFE colleges in Western Australia. Costs, areas of need and proposals for improvements for future developments were the focus of these recommendations.

Membership:
Mr A Tough — Commissioner, Chairman
Mr L Cochrane — Technical Education Division
Mrs P Smeeton — Commissioner
Dr W Howse — WA Post Secondary Education Commission
Ms J Vandewerdt — WA Post Secondary Education Commission, Secretary (to May 1983)
Ms C Wynn-Taylor — WA Post Secondary Education Commission, Secretary (from May 1983)

Committee on Voluntary Adult Education

This Committee is responsible for administering the distribution of funds provided through the Commonwealth's Voluntary Adult Education Grants Scheme. Under this Scheme, funds are made available to groups in the community, who provide educational programs for the disadvantaged.

Membership:
Mr R Ware — Retired Commissioner, Chairman
Mr K Colbung — Nyoongah Aboriginal Community
Mr J Fuhrmann — Department of Youth, Sport and Recreation
Dr W Howse — WA Post Secondary Education Commission
Mrs M Humphries — Department of Immigration and Ethnic Affairs
Mrs D Levinson — Christian Welfare Centre
Mr K McGrath — Technical Education Division
Mr B Preen — WA College of Advanced Education
Mrs M Bevan — WA Post Secondary Education Commission, Secretary

External Studies Review Group

The Commission, together with tne institutions, has undertaken to review and report on the development of external studies on an annual basis. The first of these annual reports was produced for 1983. It is expected that the Review Group will also investigate issues concerned with the development of this mode of study.

Membership:
Dr W Pullman — WA Post Secondary Education Commission, Chairman
Mr D Briggs — WA College of Advanced Education
Dr B de Garis — University of WA
Mr B Durston — WA Institute of Technology (to September 1983)
Mr R Farrin — Technical Extension Service
Mr P Guiton — Murdoch University
Mr G Idle — WA Institute of Technology (from September 1983)
Mr E Styles — Education Department of WA
Ms M Sclanders — WA Post Secondary Education Commission, Secretary

APPENDIX B
(continued)
Committees of the Commission

Management Education Advisory Group

Following the report of the Ralph Committee on Management Education in Australia in 1982, the Management Education Advisory Group was set up by the Commission. During 1983, a survey of current management education courses was undertaken and a compendium of these was produced.

Membership:
Dr D Zink — Business Executive, Chairman
Mr D Blight — Public Service Board
Mr P Clift — WA College of Advanced Education
Dr L Entrekin — University of WA
Mr J Hainsworth — Technical Education Division
Dr L Hayes — Australian Institute of Management (WA)
Mr B Kusel — Perth Chamber of Commerce
Dr M Vertigan — WA Institute of Technology.
Mr E Williams — Confederation of WA Industry
Mr M Williams — Small Business Advisory Service Ltd
Mr R Standish — WA Post Secondary Education Commission, Secretary

Advisory Committee on Independent College Computing

The Committee was set up in 1983 to advise the Commission on the computing requirements of the independent colleges at Hedland, Karratha and Kalgoorlie, with particular reference to the 1983/84 budget, and having cognisance of the longer term implications. The Committee was disbanded following the release of its report to the Commission in May, 1983.

Membership:
Mr D Moore — Treasury Department, Chairman
Mr J Duncan — Karratha College
Mr E Jones — WA Post Secondary Education Commission
Mr B Kirkby — Treasury Department
Mr G Larson — Technical Education Division
Mr R Lamb — Kalgoorlie College
Ms J Jennings — WA Post Secondary Education Commission, Secretary

APPENDIX C
Staff of the Commission as at December 31 1983

SECRETARY
Walter J Howse, BSc BEd (Hons) (W Aust), MA, PhD (Iowa), MAIP, MACS, FACE

SENIOR ASSISTANT SECRETARY
Warren Snell, MEc (W Aust)

ASSISTANT SECRETARY
A Royce Standish, BEc (W Aust), MA(Econ)(Brunel)

PRINCIPAL RESEARCH AND PLANNING OFFICER
Paul Sinclair, BA, Dip Ed(Syd), MWAITI

SENIOR RESEARCH AND PLANNING OFFICER
Evan H Jones, BA(W Aust)

RESEARCH AND PLANNING OFFICERS
Julie M Harris, LLB(Hons)(Exeter)
Jo M Jennings, BA(ANU)
Maxinne Sclanders, BEd(WAIT)

RESEARCH AND PLANNING OFFICER (Part-Time)
Janette Stuart, BA, Dip Ed(Sask), MBA(W Aust)

ADMINISTRATIVE OFFICER
Danny McEvoy, Dip Trans Admin

SECRETARY TO THE CHAIRMAN
Dixie L Sounness, BA(W Aust), Grad Dip Sec St (WACAE)

SECRETARY TO THE SECRETARY
Cathy Wynn-Taylor

CLERK
Marlene J Bevan, Dip Teach (Graylands)

TYPIST/RECEPTIONIST
Sue Cash

LIBRARIAN (Part-Time)
Anne M B Rogers, BA(W Aust), ALAA

CLERK (Part-Time)
Rosina S Pedalina

CLERICAL ASSISTANTS
Carmen Downes
Marina Williams (Part-Time)

APPENDIX D

Western Australian Post Secondary Education Commission

Audited Statement of Receipts and Payments for Year Ended 30 June 1983

	$ c	$ c	$ c
Receipts			
Treasury Grant		703 000.00	
Recoups—			
Accreditation Panels		8 578.39	
VAEGS Advertising & Travel		316.46	
Salary Deductions Superannuation		11 430.49	
Commonwealth Contribution VAEGS Administration		1 371.14	
Miscellaneous		1 112.27	
Funds on Hand 1 July 1982		5 249.15	
			731 057.90
Payments			
Salaries—			
Salaries Normal Time		451 113.69	
Salaries Temporary Assistance		13 278.47	464 392.16
Other Staffing Costs—			
Payroll Tax		18 730.35	
Superannuation		54 252.53	
Workers Compensation		599.82	
Commission Travel		27 329.78	
Seminars		3 799.70	104 712.18
Communications—			
Telephone, Postage and Courier		13 627.69	13 627.69
Services—			
Office Rental	70 191.78		
Equipment Rental	7 485.69		
Advertising	2 493.99		
Insurance (Other)	3 966.46		
Planning & Research	11 127.02		
Accreditation Panels	10 050.20		105 315.14
Consumable Supplies—			
Stationery and Consumables	9 104.98		
Library	3 932.17		
Printing	4 487.79		
Meeting Expenses and Entertainment	4 365.85		21 890.79
Maintenance of Assets—			
Maintenance Contracts			2 957.45
Purchase of Plant—			
New Equipment (Office)		5 670.15	
Furniture		7 113.89	12 784.04
			725 679.45
Funds on Hand at 30 June 1983			5 378.45
Details as per Cash Book			

I certify that this statement is in accordance with the accounts and records produced.

D McEvoy
Administrative Officer

Auditor General

CP16645/6/84—600 Bks

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